Competencies for Dyslexia Endorsement, Grades K-12

In addition to the Arkansas Teaching Standards, the teacher earning the Dyslexia Endorsement, grades K-12, shall demonstrate knowledge and competencies in the following areas:

| 1. Foundation Concepts: Oral and Written Learning

IDA: Standard A | 1.1 Understand and explain the language processing requirements of proficient reading and writing
• Phonological (speech sound) processing
• Orthographic (print) processing
• Semantic (meaning) processing
• Syntactic (sentence level) processing
• Discourse (connected text level) processing

1.2 Understand and explain other aspects of cognition and behavior that affect reading and writing, such as
• Attention
• Perception
• Recognition
• Identification
• Memory
• Executive Function
• Processing Speed
• Recall
    o Graphomotor control
    o Fluency

1.3 Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

1.4 Know and identify phases in the typical developmental progression of
• Oral language (semantic, syntactic, pragmatic, morphological)
• Phonological skill
• Printed word recognition
• Decoding
• Spelling
• Reading fluency
• Reading comprehension
• Written expression

1.5 Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.

1.6 Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression). |

| 2. **Knowledge of the Structure of Language**

IDA: Standard B | 2.1 Phonology (The Speech Sound System)
    2.1.1 Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.

2.2 Orthography (The Spelling System)
    2.2.1 Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.

    2.2.2 Define grapheme as a functional correspondence unit or representation of a phoneme.

    2.2.3 Recognize and explain common orthographic rules and patterns in English.

    2.2.4 Know and convey the difference between "high frequency" and "irregular" words.

    2.2.5 Identify, explain, and categorize six basic syllable types in English spelling.

2.3. Morphology
    2.3.1 Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.

2.4. Semantics
    2.4.1 Understand and identify examples of meaningful word relationships or semantic organization.

2.5. Syntax
    2.5.1 Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.

    2.5.2 Identify and explain the parts of speech and the grammatical role of a word in a sentence.

2.6. Discourse Organization
    2.6.1 Explain the major differences between narrative and expository discourse.

    2.6.2 Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence).

    2.6.3 Analyze text for the purpose of identifying the inferences that students must make to comprehend. |
| 3. **Knowledge of Dyslexia and Other Learning Disorders** | 3.1 Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, |

IDA: Standard C	neurobiological, and linguistic) based on current evidence-based practices.
	3.2 Recognize the tenets of the NICHD/IDA definition of dyslexia.
	3.3 Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
	3.4 Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language disorders, attention deficit hyperactivity disorder, disorders of written expression and / or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).
	3.5 Identify how symptoms of reading difficulty may change over time in response to development and instruction.
	3.6 Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.
4. Interpretation and Administration of Assessments for Planning Instruction IDA: Standard D	4.1 Understand and apply the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
	4.2 Understand basic principles of test construction, including reliability, validity, and norm- referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.
	4.3 Understand and apply the principles of progress-monitoring and the use of graphs to indicate progress.
	4.4 Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.
	4.5 Recognize and interpret the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
	4.6 Interpret and explain measures of reading comprehension and written expression in relation to an individual child's component profile.

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5. Structured Language Teaching IDA: Standard E	5.1 Phonology
	5.1.1 Design, teach, and adjust the implementation of activities appropriate for a student's developmental level of phonological skill.
	5.1.2 Compare and contrast various phonological manipulations including identifying, matching, blending, segmenting, substituting, and deleting sounds.
	5.1.3 Contrast first and second language phonological systems to assist English language learners.
	5.1.4 Apply the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.
	5.1.5 Apply the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
	5.1.6 Apply the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.
	5.2 Phonics and Word Recognition

	5.2.1 Understand and apply how to order phonic concepts from easier to more difficult:
	     • Symbol / sound association
	     • Morphophonemic variations
	     • Syllable types

	5.2.2 Understand and apply principles of explicit and direct teaching: model, lead, give guided practice, and review.
	5.2.3 Comprehend, apply, and evaluate multisensory and multimodal techniques.
	5.2.4 Plan and implement complete lesson format from the application in meaningful reading and writing.
	5.2.5 Understand and implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
	5.3 Fluent, Automatic Reading of Text
	5.3.1 Design, teach, evaluate, and adjust instructional activities and approaches that are most likely to improve fluency outcomes for students.

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5.3.2 Understand and recommend techniques to enhance student's motivation to read.

5.3.3 Understand and recommend appropriate uses of assistive technology for student with serious limitations in reading fluency.

5.4 Vocabulary

5.4.1 Understand the role of vocabulary development and vocabulary knowledge in comprehension.

5.4.2 Understand and demonstrate the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

5.4.3 Know and apply varied techniques for vocabulary instruction before, during, and after reading.

5.4.4 Understand that word knowledge is multifaceted.

5.4.5 Accommodate for the sources of wide differences in students' vocabularies.

5.5 Text Comprehension

5.5.1 Utilize teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.

5.5.2 Contrast the characteristics of major text genres, including narration, exposition, and argumentation.

5.5.3 Identify and apply the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.

5.5.4 Analyze text for phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.

5.5.5 Analyze levels of comprehension including the surface code, text base, and mental model (situation model).

5.5.6 Adjust emphasis of lessons to accommodate learners' strengths and weaknesses and pace of learning based on factors that contribute to deep comprehension such as background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

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	5.6 Handwriting, Spelling, and Written Expression
	<u>Handwriting</u> 5.6.1 Utilize multisensory techniques to teach letter naming, letter formation, and handwriting fluency.
	<u>Spelling</u> 5.6.2 Explicitly and effectively teach concepts related to spelling.
	5.6.3 Analyze a student's level of spelling development and spelling errors to determine instructional needs.
	5.6.4 Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.
	<u>Written Expression</u> 5.6.5 Integrate the major components and processes of written expression and how they interact (e.g., basic writing/ transcription skills versus text generation).
	5.6.6 Design, teach, evaluate, and adjust activities to address developmental expectations for student's writing components.
	5.6.7 Recommend appropriate uses of assistive technology in written expression.
6. Ethics, Professional Learning, and Leadership **IDA: Standard F** **IRA: Standard 6**	6.1 Teachers earning the Dyslexia Endorsement who provide services to individuals with dyslexia and related difficulties must be able to: 6.1.1 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field; 6.1.2 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments; 6.1.3 Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully; 6.1.4 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services; 6.1.5 Respect the training requirements of established credentialing and accreditation organizations supported

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	6.1.6 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur;
	6.1.7 Support just treatment of individuals with dyslexia and related learning difficulties;
	6.1.8 Respect confidentiality of students or clients; and
	6.1.9 Respect the intellectual property of others
	
	6.2 Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility by
	    6.2.1 Demonstrating foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture
	    6.2.2 Displaying positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors
	    6.2.3 Participating in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs
	    6.2.4 Understanding and informing local, state, or national policy

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